DOCUMENT RESUME

ED 141 625 95 CE 011 938

TITLE Educational Strategies for Working with Mexican-American Students.
INSTITUTION Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.; Arizona State Univ., Tempe.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
NOTE 106p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; Career Planning; *Cultural Background; Institutes (Training Programs); Learning Activities; *Mexican Americans; *Occupational Guidance; *Post Secondary Education; *Secondary Education; Sociocultural Patterns

ABSTRACT

Written for an institute for guidance, counseling, administrative, supervisory, and teaching personnel in vocational programs for Chicano students at the secondary or postsecondary school level, this manual features essays on various aspects of the Mexican-American culture and several sections related to career education. Starting with brief discussion of the history of Mexican-Americans and an explanation of the term "Chicano," the manual also contains essays on demography, the social class structure of the Chicano family, education, politics, fatalism, spirituality, self concept, folklore, love of nature, food, music, dance, children's games, literature, architecture, and language and bilingualism. The document also includes sections on career information, awareness, preparation, and exploration and a number of suggested student learning activities related to career education, for example, writing letters of application. Another section carries a list of sources of scholarships and loans for Mexican-Americans, and the final section contains a list of suggested readings. Recommendations of participants of the institute for use of the manual are included. (LMS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED141625

EDUCATIONAL STRATEGIES FOR WORKING WITH MEXICAN-AMERICAN STUDENTS

1848 — Intact identity

1900 — Fragmentation of identity due to dominant group's desire to classify the ethnic group composed of Mexican origen descent

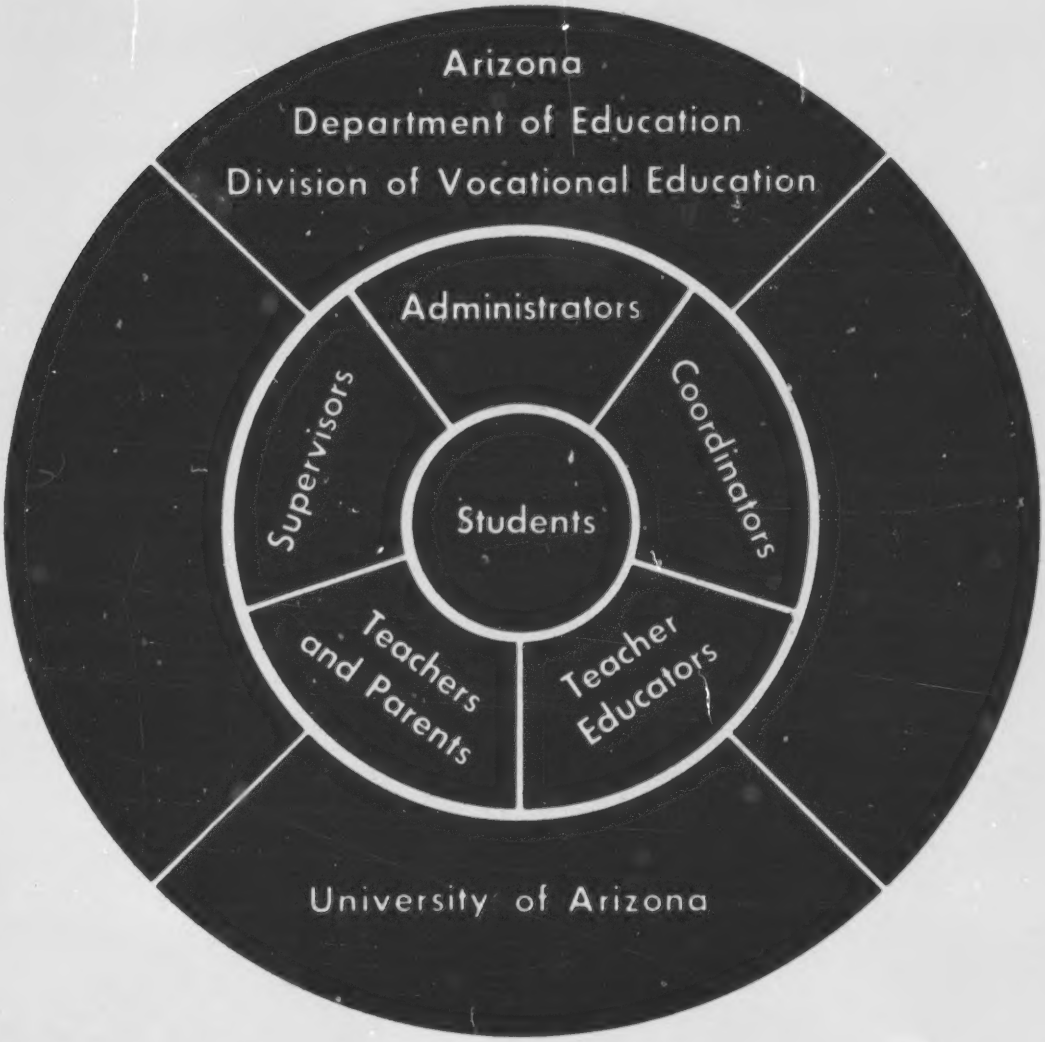
1940 — Identity crisis experienced by youth of Mexican descent
First collective rebellion of Mexican youth in the United States; chaotic rebellion lacking direction and goals

1964 — Search for intact identity through a coordinated effort inspired by lofty objectives aimed at improving education, economics, politics, social justice, culture, etc., with emphasis on the vital need for bilingual-bicultural education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OE 011 R38

INSTITUTE
FOR
GUIDANCE, COUNSELING, ADMINISTRATIVE, SUPERVISORY
AND TEACHING PERSONNEL IN VOCATIONAL PROGRAMS FOR
CHICANO STUDENTS AT THE SECONDARY OR POST-SECONDARY SCHOOL LEVEL



Sponsored by The U.S. Office of Education
Education Professions Development Act, Part F
through the Arizona Department of Education
Division of Vocational Education, Phoenix, Arizona 85007

SPONSORED BY:
U.S. Office of Education
E.P.D.A. Part F

Mrs. Carolyn Warner
Superintendant of Public Instruction

Eugene Dorr
Associate Superintendant for Career
Education and Director of
Vocational Education

Robert Kerwood, Ph. D.
Director of Professional Development

DISCRIMINATION PROHIBITED----Title VI of the Civil Rights Act of 1964 states that, "No person in the United States shall, on the ground of race, color, or national origin , be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any programs or activity Recieving Federal Financial Assistance." Therefore, the Educational Developement Program,like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law

TABLE OF CONTENTS

	Page
Acknowledgements	i
Institute Personnel	
Institute Advisory Council	
Institute Participants	
Institute Participants - 1974	ii
Prologue	iii
Cultural Awareness	1
Demography	5
Structure of Classes	6
The Chicano Family	8
Education	12
Politics	14
Fatalism	17
Spirituality	19
Self Concept	21
Folklore	22
Love of Nature	24
Food	25
Music	28
Dance	30
Children's Games	31
Literature	35
Architecture	36
Language and Bilingualism	37
Career Information	39
Career Awareness	43
Career Preparation	49
Career Exploration	53
Activities	59
Suggested Additional Activities	84
Scholarships and Loans	90
Institute Recommendations	95
Suggested Readings	97

ACKNOWLEDGEMENTS

INSTITUTE PERSONNEL

Albert Arellano, Institute Co-director, Tucson Public Schools
Adalberto M. Guerrero, Institute Co-director, University of Arizona
Eva Price, Editor
Esperanza Zuzuarigui, Secretary

INSTITUTE ADVISORY COUNCIL

Mrs. Lou Brady, Arizona Stste Employment Service
Mr. Kim Estes, Ironworkers Union Local #75
Mr. Henry Oyama, Director Bilingual-Bicultural Program, Pima Community College
Mr. Frank Romero, Manpower Program, City of Tucson
Mr. Ernie Urias, Operation S.E.R. Tucson, Arizona

INSTITUTE PARTICIPANTS

Mr. Ramon Argel, Principal, Ajo High School-Ajo, Arizona

Mr. Macario Candia, Teacher, South Mountain High School-Phoenix, Arizona

Mr. Frank Q. Carrillo, Counselor, Phoenix Union High School, Phoenix, Arizona

Mrs. Rosalie Carrillo, Teacher(Bilingual) Roosevelt School District

Ms. Armida Madril, Teacher(reading Specialist) Cashion School Sistrict

Sr. Miguel Mendez, Instructor, Pima Community College, Tucson, Arizona

Mr. Ralph Peralta, Counselor-Bilingial Coordinator, Carl Hayden High School

Mr. Paul Rubi, Teacher, Littleton School District

Mr. Magdalena Rubi, Teacher, Cartwright School District

Ms. Deanna Taylor, Counselor, Tucson High School-Tucson, Arizona

Mr. Antonio Valdez, Principal, SantA Cruz Valley Union High School, Elcy, Az.

INSTITUTE PARTICIPANTS - 1974

Educators

Maynard Campbell, Counselor, Tucson High School

Waldine Cormier, Advisor, Pueblo High School

Albert Meza, Teacher, Cholla High School

Armando Moulinet, Douglas Public Schools

Mauro Peralta, Instructor, Pima Community College

Rafael Peralta, Counselor, Phoenix Union Public Schools

David Salazar, Teacher, Pueblo High School

Saturnino Santa Cruz, Advisor, Pueblo High School

Manny Velez, Instructor, Pima Community College

Rosela Velez, Advisor, Pueblo High School

Students

Alfonso Carrizosa, Pueblo High School

Ricardo De La Cruz, Tucson High School

Albert Peralta, Pueblo High School

Esperanza Zuzuarregui, Pueblo High School

Parents

Mr. Ed Cardenas, Tucson, Arizona

Mrs. Dolores Quiroz, Tucson, Arizona

Mrs. Velia Borbon, Tucson, Arizona

Mrs. Herminia Reyes, Tucson, Arizona

PROLOGUE

The past few years have given us rapid and unexpected changes; at the same time we are struck with the idea that little has been achieved in the field of communication with understanding among individuals. Vast changes in the structure of society in the fields of politics, economics, demography, and education have changed earlier patterns and have required us to form new trends of thought regardless of our individual attitudes. We firmly believe that legislation alone cannot bring about the changes we all aspire to; we need the human touch. The insights particular to the Chicano which are presented here are an effort through experience and observations to name differences which may lead to greater success in the student-parent-school relationships.

Al Arellano
Adalberto M Guerrero

CULTURAL AWARENESS

THE EVOLUTION OF THE TERM "CHICANO"

1848 | Intact identity

1900 | Fragmentation of identity due to dominant group's desire to classify the ethnic group composed of Mexican origen descent

1940 | Identity crisis experienced by youth of Mexican descent
First collective rebellion of Mexican youth in the United States; chaotic rebellion lacking direction and goals

1964 | Search for intact identity through a coordinated effort inspired by lofty objectives aimed at improving education, economics, politics, social justice, culture, etc., with emphasis on the vital need for bilingual-bicultural education

UNDERSTANDING THE TERM - CHICANO

Unforeseen has been the historical development of the descendents of Mexicans in the United States; in 127 years notable changes have been produced which are readily understood by those who wish to comprehend the history and the social mechanisms that determine the evolution of a people's nominatives. The names with which Mexican descendents are identified is a subject of constant discussion; the chart presented here, is an attempt to clarify doubts through a social-historical perspective.

It stands to reason that the newly conquered should not continue to call themselves Mexicans, and it is also understandable that the power structure of the dominant group should search for a way to classify the Mexican, in order to include him as a part of the United States, since calling him Mexican would have implied Mexico's legitimate right to the controlled territories. Thus springs the divided identity that places the Mexican descendent in an ambivalent position.

In the decade of the forties, the Second World War caused the migration in great numbers of the descendents of Mexicans from rural areas to urban centers because of the demand for labor in factories, construction, etc. Youth, by this time having experienced a century of adversity, their parents in jobs that often exceeded ten hours of labor each day with no day of rest and only a limited wage to show for their efforts, rebelled against such a dim future in a spontaneous phenomenon without philosophical guides or defined goals, revealing only profound bitterness and frustration and a deeply seated identity crisis. These young people expressed themselves in "pachuco", a slang born of the

corruption of Spanish and English words. The lack of bilingual education together with the lack of access to all manner of instruction, due mainly to economic motives, is the rational for the loss of the Spanish language without the assimilation of English. However, due to the marvelous linguistic mechanism that permits the substitution of new words for those which disappear, become worn, or lose color, this new dialect emerged. Its development takes on dramatic proportions in view of the limitations of vocabulary and a vertiginous formation.

From the pachuco movement, spontaneous and chaotic, sprouts the Chicano Movement with lofty visions, direction, and highly noble objectives. A great number of youths grasp at the advent of a complete identity that offers a philosophy and a sublime mythical view of their heritage. The Chicano Movement acquires vital significance; to the Chicano youth it returns pride and dignity in the historic past and a sense of security and confidence in himself.

The linguistic explanation for the term Chicano is logical and simple. The Aztecs were also known as Mexicas (Pronounced Mechicas). Mexicano (or Mechicano) is a derivative of Mexica, and from the term Mexicano, Chicano was born. However, not all Mexican-Americans look favorably on the term Chicano. It is a self imposed name, brought about by the Chicano Movement's desire for recognition of pluralistic values within the mainstream of American Society.

DEMOGRAPHY

1. Chicanos are the second largest minority in the United States. Chicanos may be found in all states although they have been traditionally identified with the Southwestern States.
2. The Chicano may be characterized as a young, growing population which has endured the effects of discriminatory hiring practices, segregation, racism and ineffectual educational practices. The Chicano brings to the school bilingual skills of varying degrees from monolingual through true bilingualism.
3. Contributing to the diverseness of the Chicano is his evolvement from European and Indian gene pools. Some are European in appearance, others Indian and many are "mestizo", variations of which are found in many families.
4. Many Chicanos have roots in the Southwest dating to the era of early explorations, others date to the Revolution of 1910 which started a great migration to the United States. A steady flow of migration from Mexico provides for continued reinforcement of aspects of the Chicano.
5. Dependent upon when and why Chicanos emigrated to the United States (in addition to those who were here when the United States conquered the Southwest) one finds Chicanos at all socio-economic levels. Educational attainment, economic level, intermarriage with other ethnic groups and degree of mestizaje provide for the ethnic diversity and heterogeneity of the Chicano.

THE STRUCTURE OF CLASSES

Social class within the Chicano community is not always clear cut; those who have lost language and culture and have been assimilated into American society have passed, but because they are still Chicanos, they continue to have a place in the distribution of Chicano population according to their social and economic status. There is also a constant migration of Mexican nationals who come to the United States on a temporary or on a permanent basis; they too, must be taken into account.

Through education and other opportunities which have been the result of the Civil Rights Movement, the Chicano has experienced much upward mobility. However, there may be mobility on the economic level which is accompanied by no alterations on the social level. For instance, a Chicano may earn a promotion that will place him in a higher tax bracket, but he may choose to remain in the barrio. This is just one example of the many variables that can affect a position on a social scale.

From this brief discussion we begin to realize the complexities that a panorama of a social structure for the Chicano would present. Through observation the following chart has been prepared to make an attempt to classify the Chicano. It might also be noted that the Chicano Movement is aiming at changing the status quo; the next few years will show even greater changes in class mobility, primarily through education.

SOCIAL CLASSES

Upper class (Clase alta)	Industrialists
	Big businessmen
	Others

Middle class (Clase media)	Professionals (Lawyers-Artists-Athletes)
	Bureaucrats (All government employees, Teachers-Politicians)
	Skilled laborers
	Farmers
	Merchants
	Others
Lower class (Class humilde)	Unskilled laborers
	New immigrants
	"Wetbacks"
	Others

THE CHICANO FAMILY

The pattern of the Chicano family is woven of strong threads. The ties that bind the family extend beyond the immediate members to include other relatives. The extended family affords all its members the opportunity of sharing language and of enjoying the feeling that comes from having those we love around us.

The Chicano family thrives on need, concern, and respect for one another. The father is the main breadwinner and the last word in any matter that requires his authority. His authority is never questioned. He is not a buddy to his children, but his love and interest are understood through the efforts he makes in a daily struggle for his family's economic and educational welfare. The mother is the principal source of the informal education of her children; she is also the one who is more likely to attend school functions. She looks after the entire family, solving immediate problems and doing the major part of the disciplining.

Boys are given more freedom and responsibility; it is they who run errands and are more often allowed to roam the neighborhood than their sisters would be. Girls are kept closer to home and help with household activities in order to learn the important task of managing a home.

Like boys, older children in the Chicano family are given special responsibility. They guide and care for younger members. In some cases the contribution of older children is economic; many times the father's education does not permit him to carry the entire burden of raising and educating his children. It is not uncommon to learn of an older brother or sister who is deprived of receiving a higher education so that younger children can go to college. This kind of giving is learned at an early

age; the extended family where the members feel responsible for one another is the place to learn the meaning of sharing.

Grandparents and other elder relatives have great importance in the extended family structure. They help transmit skills of language, arts, and story telling. They guard facts on family history and traditions which they pass on to younger members. They help the mother with the informal education of the children by teaching them courtesy and manners. It is through this contact that children learn reverence for the wisdom and patience of elders. There is a definite need for active elders; they are traditional, and the Chicano is better able to achieve continuity of his pluralism through their loving and continuous efforts.

In the home the education of young children is concentrated on behavior; they are taught to be courteous. Vulgar language, for example, is not permitted in the home. Children are urged to respect authority. The Chicano makes a distinction between instruction, which is academic learning and education, which might be defined as learning to function as a social being.

Courtship and marriage are the foundation of the family as a social unit. The rituals of courtship are imbibed with tradition. To the Chicano the importance of virginity is emphasized by the use of the chaperon system. It is a formal, open manifestation of the desire to protect virtue in young unmarried girls. Once married, their motherhood is given great respect; it is a coming of age in the accepted tradition. The mother image is highly idealized as the essence of all goodness.

By birth most Chicanos are Catholic, and although religion may play a varying role depending on individual convictions, it remains a factor

that requires consideration if one is to understand Chicanos. We can attribute the belief in a merciful God rather than in a God of vengeance to the work done by missionaries among the Indians of Mexico. They viewed the indigenous simplicity as childlike; the missionaries taught them that God was their "Tatita Dios", a loving, merciful father and friend who would forgive the worst in all of them. The deep sense of faith that the Chicano feels has always been opaqued by a paradox. We were taught that submission to the will of God often meant deprivation of worldly goods but if this was borne in patience and humility heaven would be the ultimate reward. Along with this call to be submissive, the doctrine of free will was instilled. Free will meant that we have the right to choose our own destiny. These opposing views were simultaneously taught by the Church. This example is given to point out the dualistic nature of the Chicano. His plurality in basic concepts makes him a puzzle to those who have not dug deeper into his makeup in order to understand his many facets.

Opinions on life and death seem to be basically the same for all Chicanos. When death comes he accepts it with respect and resignation, sometimes setting aside a whole year of mourning. Funeral services are always well attended; they represent a social and moral obligation to the living as much as an honor to the memory of the dead. The Church has set aside "el dia de los muertos" and Ash Wednesday to commemorate all the dead and to remind us of our mortality. A person's lifetime is ephemeral; the Chicano knows this, and for this reason he sees value in spending his days in the company of those he loves and with those who understand him best. Many times he will remain in the barrio or reject opportunities

of better employment because his priorities have already been defined by tradition.

Today many of these traditions are giving way to changes that in many ways are challenging the old values once held by all Chicanos.

EDUCATION

In this country where education is given such great importance, the Chicano has often found himself at a disadvantage. There is no truth to the belief that Mexican-Americans disregard the importance of education for their children. Their primary concern too often has been to provide the family with the necessities of life. Parents have not had the advantages of good education or of higher learning; much of their time has been spent working. Chicano parents therefore, frequently are not well enough informed to be able to effectively counsel their offspring on the advantages of pursuing higher education. The practice has been to leave this task to the school counselor. Schools must encourage and help prepare Chicano parents to take a more active role in helping their children plan for the future.

Sociologists have said that the majority of Mexican-Americans have obtained inadequate formal education. Negative school experiences and discouraging encounters with the educational system account for poor attendance, lack of competition, and failure. Parents who have not had all the benefits of society, realize the value of education better than anyone, but may continue to remain at a distance for lack of familiarity with the workings of education.

Boys are encouraged to stay in school more than girls are, but this does not mean Chicano parents are not interested in their daughter's education as well. The feeling is that they will probably marry, but that they should be trained to hold a job if necessary.

It had been observed that the Chicano mothers are more likely to attend school functions than the fathers would be. The schools would do the

Chicano community a great service if they were to begin by educating mothers who in turn could bring about changes in family participation in the educational process. These changes in the home-school relationship would work for the advantage of new generations.

POLITICS

Many of the Anglo settlers who came to the Southwest after 1848, had little or no knowledge of the area's terrain or of the best way to adapt to it. Mexicans living here taught them much about cattle and sheep raising, farming, construction and irrigation. The most remembered contribution is related to the horse; horse handling, guitar music and songs and rodeos number among some valuable contributions. The Mexican - American had added greatly to the cultural and economic development of the Southwest yet, the phase between the late 1840's and 1920 was characterized by "apolitical" activity on the part of the Mexican - Americans. This time was sometimes marked with violence and disorder in the attempt to consolidate the Southwest. Force and suppression were the rule with the Mexican - American caught in the middle of land wars and insurrections.

A period of accommodation followed where a small Mexican - American middle class began to develop; it gained some strength and tried to come to terms with a still hostile and still threatening social environment. The main comcern of the group was dealing with the local dignitaries often to secure public facilities to commemorate the patriotic Mexican celebrations held on "Cinco de mayo" and "Diez y seis de septiembre."

The celebration included a parade displaying the American and Mexican flag; other activities of the day were games for children and adults, such as foot races, watermelon contests, climbing greased pole, breaking a pinata, music and free barbeque. In the evening, there was a program where patriotic speeches were given about the heroes of Mexican history. In addition to this phase of the program, young children performed on the stage, young ladies and women would also give speeches and sing. A dance followed for

the entire family with a fine orchestra providing the music.

At this time new organizations were being formed; the "Orden hijos de America" in Texas became involved in "guiding" lower classes and new immigrants to become Americans. They were non-partisan groups who stressed loyalty to the United States.

The war years of the 40's was a period of increased political activity characterized by more aggressiveness and more organization. Emphasis was placed on exercising the right of franchise and attempting to win elections and appointments to public office. This was prompted by the migration of Mexican - Americans to the cities to work, and by the return of G.I.'s after World War II. The men who had gone to war had been out of the barrios and had observed how others did things. The prosperity of the war years had increased the ranks of the Mexican-American middle class and with this increase grew discontent. The pachuco uprisings of this period clearly indicated the frustrations experienced by Mexican - American youth with a system that spoke of quality but rejected its underprivileged.

The truly organized activist phase of the Mexican - American political development was the rise of the Chicano Movement. This Movement not only questions and challenges the assumptions of other generations of its political leaders, but also the most basic assumption of American politics as well. Organizations like Mexican American Political Association (MAPA), Political Association of Spanish Speaking Organizations (PASSO), League of United Latin American Communities (LULAC), and Mexican - American Youth Organization (MAYO); Cesar Chavez and the National Farm Workers Association is perhaps the best known organization focusing on economic questions primarily.

Current trends are for more Chicanos to enter into public service and the legal profession. All this effort is an attempt to share in the opportunities and privileges of American life.

FATALISM

The Chicano is an irresponsible, undependable, childlike creature who lives on a day to day basis, expressing no intellectual aspirations; he is by nature fatalistic. Is this a reality of the Chicano personality or is it a myth?

We believe that no intrinsic personality traits exist in man. We are what we are or seem to be by what we have imposed upon ourselves or by what others have assigned us to be. This is certainly the case when dealing with the concept of fatalism. This trait has been ascribed to the Chicano by many; the greatest harm is done when the Chicano begins to doubt in himself because of a myth someone else has created about him.

The idea that we are a passive people may stem from our political and religious subjugation and to our poverty and lack of education. A people that has been conquered and psychologically enslaved will appear passive as a "survival mechanism". No one in his right mind would want to lean against a sahuaro even if he had a big sombrero to cover his head!

A people who began the Revolution of 1910 against such great odds cannot be considered passive. To reinforce our denial of fatalism we would point to a few more examples of positive action. Juan Cortina in the 1850's resisted the double standard of justice by opposing the politically and economically privileged. He led guerrilla warfare against the establishment and filled his people with hope and inspiration. The labor unions that organized to combate injustice in the mining industry in Arizona, where peonage and the "tienda de raya" (Company Store) were a way of life, finally lead to the disappearance of the intolerable conditions. In our time Cesar Chavez and Reies Lopez Tijerina have resisted the power struc-

ture to improve life for the Chicano. The Chicano Movement is an example of the determinism that flows in the human spirit. These active Chicanos have caused a change in attitudes of many young people and of the establishment by their efforts to improve economic, social, and educational opportunities. The Chicano Movement has given further meaning to the phrase, "Sí se puede".

SPIRITUALITY

We feel that the Chicano possesses a unique spirituality that seems to acquire more value as the world around us becomes more materialistic. Our concept of time, for instance, often causes others to smile about us, but we continue to put first things first even if it means sacrificing scurrying about and giving up punctuality. It is not polite to rush people from our homes or offices.

Another tradition that reveals spirituality is the idea of "carnalismo", the term refers to the sense of brotherhood among Chicanos. The word "carnal" is not a slang expression as some people might think. This word and the philosophy behind it was used by Spanish writers hundreds of years ago. During the Revolution of 1910, "carnal" was used by Mexican writers with reference to the revolutionaries. They were united in a common cause against injustice and tyranny. In the 1940's, with the pachuco movement we saw the word used by them. Since the pachuco was seen as a rebel of the establishment everything he said and did was given a negative connotation, for this reason many people today think "carnal" is a slang expression. This term is like the Chicano expression "compadre". They are words that hold noble and beautiful friendship in their application of meaning. The Chicano regards friendship with deep significance. A true friend is like part of the family, thus the terms "carnal", blood relation, and "compadre", godfather.

The Chicano's view of materialism may be a bit varied from those views held by a great industrial nation. He is not machine oriented, and has an agrarian tradition as his heritage. He wants his share of the benefits of his labor but recognizes other values as well. It is part of

his culture to subdue the competitive aspect which is necessary for advancements and promotions. His desire not to be competitive is sometimes misinterpreted as a protest against work. The "rat race" doesn't always fulfill the aspirations he may have for a happy life. Material success is too often accompanied by ambition; it is a belief that ambition can make a man ruthless and cause him to lose his sense of spirituality. Since many Chicanos are still disadvantaged, he tends to minimize his material success by referring to his new car as his little car or to his new clothes as rags; to appear boastful would be thoughtless and cruel.

SELF CONCEPT

The concept which individuals have of themselves may make the difference on whether a person considers himself a success or a failure. Traditionally, the Chicano culture is based on self dignity and respect for the individuality of others; he has always known that each person is a world unto himself.

The basic philosophies of self which the Chicano holds have been eroded by the insensitivity of society. His language has been denied to him, so that he has felt at a loss in both English and Spanish. Society in general has mispronounced and americanized his name. His desire to express a sense of belonging in the love he shows for fiestas has been misinterpreted as a lack of willingness to adhere to orderly work patterns. The color of his skin has been construed as a sign of his supposed inferiority; this feeling undermines his achievement of equal treatment.

The Chicano Movement has done much to enhance the sense of dignity and belief in self, which was in danger of being lost. Cultural pluralism is strived for in the positive projection of self image. It is emphasised in all aspects of life, including the arts; contributions by intellectuals, philosophers, and writers gives back to the Chicano a positive reflection of himself.

FOLKLORE

Chicano folktales, myths, superstitions, and proverbs often have their origins in the antiquity of pre-columbian culture. Here is an example of Mayan superstitions:

The number 9 was considered a lucky number, possible because 9 steps led up to the ancient Maya heaven or perhaps there were 9 deities in the underworld who were both venerated and feared. The number 13 had a bearing only on religious ceremonies. It goes back to the belief in 13 gods of heaven. They also gave profound meaning to dreams. Here are some interpretations of dreams that have to do with death.

1. Anyone dreaming that he is floating through air will soon die.
2. If you dream that a painful tooth is pulled out, a member of your family will die.
3. Dreaming of red tomatoes means that an infant will die.
4. A man dreaming that he is digging up sweet potatoes will attend a funeral.
5. The worst dream for a Maya was dreaming of his own wedding. That meant certain death.

Some folklore is universal while other tales are more limited in their popularity. The story of "La Llorona" is widely known by Chicanos. It is a ghost story told in many versions.

FOLK MEDICINE

Folk medicine is an inheritance which the Chicano receives from his remote past through Mexican culture. A great variety of medicinal herbs continues to alliviate ailments despite the smiles of non-believers. Even though folk medicine is far from being comparable to the advances which antibiotics, sulfa, and other marvelous medications have brought about, medicinal herbs continue to have an important place in caring for the Chicanos' health.

The "curandera" is not necessarily a sorcerer invested with supernatural powers as in other cultures; but a useful person always willing to share her knowledge with others. Minor illnesses are cured with home remedies in the Chicano family; in the event of serious illness, a doctor is consulted. The lore of folk medicine is a combination of great wisdom and fantastic beliefs. The place of home remedies in the Chicano family is one of high regard, and perhaps thanks to its use, neurotic tendencies are eliminated.

LOVE OF NATURE

Ecology has always been a concern for the Chicano; the majority in this country has only recently become truly aware of this. In the barrios, one sees an abundance of plant life. Women nurture their flowers and plants in pots if need be. Plants are appreciated, and when one visits a Chicano home, the giving of a plant is a common occurrence; this is an expression of generosity. The love for plants has been with us from our earliest presence in the desert regions. In an arid land, such as ours, plant life takes on special meaning, the use of plants was meant to provide food, medicine, and beauty. If a plant seems to be dying, it will not be yanked out to be replaced, but rather it will be nurtured in an attempt to save it. Therefore, when a child takes flowers to her teacher, it means more than just something she picked up along the way to school. The flower represents the whole family's philosophy of life; to perpetuate nature is to perpeturate oneself.

The attitude the Chicano has toward domestic animals is well defined. Animals are not treated as people; they serve an aesthetic or a utilitarian purpose. This doesn't mean that they are not loved or that they are mistreated. A dog will not be kept as a show dog but as a watch dog. If the family has chickens they are for eggs and meat; a cat will serve to control pests. Birds and fish are loved for their beauty. The love of aesthetics is a value common to all those who love nature.

FOOD

Before the arrival of the Spaniard many Indians of Mexico and the Southwest had become excellent farmers within the constrictions of a limited water supply. Pre-Columbian peoples had established a unique agricultural system giving it a secure base in Mexico. Corn, for example was the basis of life and religion, "to raise a field of corn annually was to live." The pueblos had cultivated beans, corn, squash and chile for centuries. Farming was woven into their daily lives, manifesting itself in their religious ceremonies which were directly or indirectly agricultural rites.

The coming of the Spaniards signalled changes in attitudes toward the land. The "ranchería" developed with the expansion of irrigation systems and with newer tools which the Spaniards brought to the New World. The Spaniards introduced many fruits, vegetables and livestock which have become the basis for Southwestern agribusiness as we know it today.

These attitudes are expressed today in local festivals which indicate a community involvement with nature in a religious and social manner. "El día de San Juan" (Feast of St. John the Baptist) June 24th, is associated with the beginning of the rainy season which assures a successful crop and harvest.

This is not to say that the entire diet of the Chicano is made up of the traditional dishes but he does enjoy them and is happy to do his part in the preservation of his cultural heritage by keeping Mexican cuisine alive.

It may be of interest to note some of the delicacies made from the lists of indigeneous and European food products and also to know some secrets of Chicano folk medicine.

SOME MEXICAN DISHES AND MEDICINAL PLANTS

Sopaipilla	- wheat and yeast quick-fried turnovers (served or stuffed with honey, jam, or jelly)
Abulon	- fish abalone
Anis	- anise or licorice plant, leaves of
Atole	- Mexican drink of milk, flavored and thickened
Biria	- Mexican dish of shredded cooked meat with chili
Bizcochos	- Mexican cookie, usually served at Christmas fiestas
Buñuelos	- fried dessert bread served with syrup
Cocido	- stew
Cilantro	- Mexican parsley
Picadillo	- Hash
Pozole	- Mexican soup of meat, nixtamal and beans
Tripas de leche	- beef intestine
Chuchupate	- Homemade poultice of turpentine and rubbing alcohol
Yerba buena	- mint, a much used herb for many illnesses A tea is made of the leaves.
Yerba estafiate	- a weed-like herb; a tea of this is used for diarrhea
Yerba de pasmo	- medicinal herbs used for spasms
Yerba de la vibora	- medicinal herb--literally: herb of the viper

Folk medicine is much practiced by the Mexican people. Here food is an important part of healing.

Various meats and cheeses combine with these basic Chicano foods to provide a nutritionally balanced diet.

Productos Indigenas		Vit.	Productos Europeos		Vit.
Aguacate	Avocado	A	Aceituna	Olive	
Azucar	Sugar		Algodon	Cotton	
Calabaza	Squash	A	Almendra	Almond	
Chile Colorado	Red Chile	A	Arroz	Rice	B
Chile Verde	Green Chile	C	Chabacanos	Apricot	A
Chocolate	Chocolate		Ciruela	Plum	
Frijol	Pinto Beans		Datil	Date	
Nopal	Prickly Pear		Durazno	Peach	
Maiz	Corn		Fresa	Strawberry	
Melon	Melons	A	Granada	Pomegranate	
Patatas (papas)	Potatoes	B	Higos	Figs	
Tomate	Tomato	A	Limon	Lemon	C
			Manzana	Apple	
			Naranja	Orange	C
			Pera	Pear	
			Toronja	Grapefruit	C
			Trigo	Wheat	
			Uva	Grape	

Especias/Spices which may be used in foods or for medicinal purposes

Anis	Anise	Guijones	Dill
Ajo	Garlic	Romero	Rosemary
Alabega	Basil	Peregil	Parsley
Azafran	Saffron	Yerbabuena	Mint
Cebollana	Chives	Canela	Cinnamon
Cilantro	Coriander	Yerba estafiate	
Comino	Cumin	Yerba de pasmo	
Cebolla	Onion	Yerba de la vibora	

Some well known Mexican dishes made from the four staples of Indian and Spanish origin

CORN	CHILE	BEANS	RICE
Tortillas	Green Chile con carne	Boiled	Spanish rice
Toastadas	Red Chile con carne	Refried	Mexican fried rice
Tamales	Chile salsa		Rice pudding
Enchiladas	Casseroles		
Menudo	Chorizo		
Pozole	Omelets		

MUSIC

From their ancestors: the Mayan Indians, Aztecs, and the Spanish Conquistadores, the love of music, dance, painting, drama and literature has been an integral part of the Chicanos' existence. There is no question that our country is richer today due to the creative contributions of the Chicano and his heritage.

The Chicano can trace his love for music to Pre-Columbian times when the native people already had a rich musical heritage that played an important part in their elaborate "religious ceremonies." Later with the coming of the Spanish Conquistadores, who brought a new lifestyle, and a new instrument, the guitar; the blending of the old and new gave a more complete expression of their love of beauty and feelings of life, "amor," and death.

Today, the Chicano community has a variety of musical tastes and talents. This is evident in the establishment of record companies dealing in Spanish language records and the numerous Spanish language radio stations throughout the United States.

Some of the different types of music are as follows:

Rancheras - traditional folk music, similar to the Country-Western music of the United States. It is usually accompanied by guitars, saxophones, and drums. Many popular folk dances use this music.

Mariachis - possibly originated with the early Spanish troubadour. These groups of wandering minstrels are usually composed of 6 to 8 muscians. The instruments used are: trumpets, violins, harp, and various types of guitars. The music is gay, boisterous with vocal participation of all members.

Tex - Mex - a combination of a band and Mariachi music. The trumpet and the guitar were borrowed from the Mariachi groups and were combined with the saxophone, electric guitars and the electric synthesizers to produce a lively, danceable music. Some musicians who are noted for playing this music are: Sonny Osuna, Little Joe and Latin Breed.

Latin Rock or "Latin Soul" - has its roots in Cuban-African music. Chicano musicians modernized this music by adding electric guitars, accompanied by slight changes in rhythm, language, and instrumentation. Musicians who specialize in this field are: Carlos Santana, Azteca, Malo, and El Chicano.

Modern Pop and Country Western Music - has also found its expression in the Chicano community. Beginning in the late 1930's when Tito Guizar composed the famous "El Rancho Grande," through the 1940's and the popularity of crooner Andy Russell to the present 1970's with such famous stars as Vicki Carr, Trini Lopez, Joan Baez, Freddie Fender and Johnny Rodriguez.

Classical Music - with its roots in Spanish and Mexican Culture has influenced the Anglo, as well as the Chicano community. The guitar has been elevated to a superior position as result of Spaniards like Andre Segovia, Manitas de Plata and Bribiesca of Mexico. In other areas there is Carlos Chavez, the Mexican composer and Eduardo Mata, the Mexican conductor of the Phoenix Symphony and the Mexico City Symphony Orchestra.

THE DANCE

The rhythm of Spanish and Latin music has inspired many traditional and popular dances which are enjoyed by young and old alike. Perhaps this is due to the character of Latin folk music; one can generally not only sing a native song, but dance along with it as well. As a result of this versitility, a large percentage of dances taught in dance academies have incorporated steps from Latin American dances.

The Chicano has taken this rich heritage of the dance and used it as a tool to transmit culture. This is evident in the traditional dances of bride, groom and bridal party at Chicano weddings. Folk dances such as "Danza de los viejitos," "El Jarabe Tapatio," "La Bamba," "La Raspa," and "Las Chapanecas," are being rediscovered among the Chicano community. Companies of "Baile Folklorico" are spreading in elementary schools, high schools and community colleges.

CHILDREN'S GAMES

Children's games are an important manifestation of any group's customs and traditions. Arizona is particularly rich in children's games in Spanish. Schools must be made aware of this wealth and exploit it at all school levels.

In her book, Historia de la Literatura Infantil Espanola, Carmen Bravo Villasante notes that "only by playing does the child learn, only through games does he understand the most obscure doctrines..." Thus the use of games in Spanish can be an important teaching tool. Equally, if not more, important it can be a valuable aid in inculcating a positive self image in Spanish speaking children.

However, games in Spanish, like their counterpart in English, are the shared inheritance of the entire population and their use must not be limited to Mexican - American students.

Following are examples of children's games in Spanish. Although these games are more appropriate for elementary grades, they can be used and taught in the upper grades for cultural awareness.

"Naranja Dulce"

Unlimited number of players.

The children hold hands forming a circle, in the center of which is placed one of the players. The circle goes around at the same time that all sing the following verses:

Naranja dulce
limon partido
Dame un abrazo
por Dios te pido.

Si fueran falsos
mis juramentos
en otros tiempos
se olvidarian.

When the group sings "Dame un abrazo..." the child in the center of the circle embraces whomever he likes from among the other children, who in turn goes into the center of the circle. The child who was originally in the circle leaves the circle at the end of the third verse.

At the end of the second verse, the circle stops going around and all clap their hands rhythmically to the music as the following verses are sung:

Toca la marcha,
mi pecho llora,
adios, senora,
yo ya me voy.

A mi casita
de sololoy;
compro manzanas
yo no te doy.

The game continues following these same steps (until the patience of the teacher is exhausted).

"La Viudita"

Unlimited number of players.

The children hold hands forming a circle. One of the little girls will play the part of "la viudita" and will be placed in the center of the circle. The circle goes around as the following verses are sung:

Yo soy la viudita
de Santa Ysabel
Me quiero casar
y no hallo con quien.

Mi madre lo supo
que palos me dio
Mal haya sea el hombre
que me enamoro!

El mozo del cura
me mando en papel
y yo le mande otro
con Santa Ysabel.

When the group sins: "que palos me dio..." the children strike the "viudita" with the palm of their hands. The circle comes to a stop and the child who plays the part of la viudita sings the following verses as she points to each of the players finally choosing one of them whom she will marry:

Me gusta la leche
me gusta el cafe;
pero mas me gustan
los ojos de usted.

Contigo si,
contigo no;
contigo, mi vida,
me casare yo.

Me gusta el cigarro
Me gusta el tabaco;
pero mas me gustan
los ojos del gato.

The little girl to whom the "viudita" points at the last syllable plays the part of "la viudita" the following game.

LITERATURE

Aside from noting that the struggle to create literature has been a constant effort since the Mexican descendant found himself in the territory of the United States, one could easily say that his flowering as a writer has just begun, showing great promise.

Since the decade of the 60's, a form of literature has emerged, which has as its theme the everyday life of the Chicano and which also exposes the peculiarities of language that the Chicano himself has developed through his experiences.

The Chicano student shows great interest in Chicano Literature, because the subject matter of these works reflects his own culture. The student also learns that the artistic spirit exists within his own community, and that he himself participates in the intelectual qualities and privileges which all human beings possess.

Among the various authors that are being studied with much interest, the following may be listed: Tino Villanueva, Alurista, and others who write poetry, of those who write for the theater, Luis Valdez; novelists, Rodolfo Anaya, Tomas Rivera, Miguel Mendez, etc.

It is worth saying that because Chicano Literature is of such contemporary nature, it stimulates greater interest in the student for previous literary works of Mexican novelists as well as Angloamerican.

ARCHITECTURE

Self expression through the arts has been and perhaps will always be a very important part of the Chicanos' view of the world around him. Through the medias of painting, sculpture and architecture, the Mexican has dynamically made an impact on these particular fields.

Not only has there been great success for those who have contributed of their talents, but we consider also, the fact that there are proponents of the arts who have been greatly influenced by the Mexican artistic expression.

The architecture of the southwest, in particular, demonstrates clearly how the anglo world has welcomed the clean and simple lines of the Mexican world.

It is important to note that in Mexican architecture the use of natural materials such as wood, clay, brick and adobe reinforces the concept the Chicano expresses himself through his love of nature. This can also be extended to include all living plants, for within his domain you will find it filled with flowers, shrubs, trees and even vegetables. This lends credence to the basic idea that art can be both functional as well as aesthetic.

LANGUAGE AND BILINGUALISM

In other sections of this manual, recommendations are made for instituting bilingual education throughout our entire educational system in schools with concentrations of Spanish speaking students.

To us, bilingual education is an educational approach which uses two languages as mediums of instruction for any part or all of the school curriculum and including study of the history and culture associated with the students' mother tongue. Additionally, the goals of bilingual education are to develop parallel skills in both languages. In our case, the two languages are Spanish, which is the language of the home, and English.

Bilingual Education can be justified by the axiom that students learn best through instruction in their mother tongue. Academic skills are developed in the students' native language while simultaneously introducing and developing parallel language skills in English. Also, our national interest demands that our population develop a pluralistic linguistic and cultural background to more effectively and successfully fulfill and promote our multifaceted international commitments and interests.

Most important, we claim and defend the right to educate our children in our own image. Individuals or groups must no longer be required to betray their ethnic background, their culture, nor their language in order to be accepted in the so called "mainstream of American life." We believe in the ideals of liberty and justice for all, under which our country was founded, and endorse a third ideal expressed by Benito Juarez--respect for the rights of others. Through bilingual education we hope to achieve these objectives.

One objective of bilingual education is to develop bilingualism in

our students. Bilingualism has been defined simply as the ability to communicate in two languages, especially orally. Obviously there are greatly varying degrees of bilingualism. Bilingualism, however, includes the ability to use two languages, alternately, in the same conversation. This is a very special skill that most of our Spanish speaking students already possess. However, without disdaining this skill, schools must also give our students command of both languages so that they can effectively use them individually when necessary or whenever they so desire.

Linguists no longer classify dialects and colloquialisms as good or bad language. All language is valid within the ambient in which it is used depending on the community or linguistic group. Too frequently educators attempt to catagorize "barrio spanish" as inferior or incorrect Spanish. "Barrio Spanish" is a legitimate language and must be afforded the dignity which it deserves. Nonetheless our educational system has the responsibility to provide our students with alternative languages, teaching them the more universal Spanish and English, through which their ultimate success may be achieved. Bilingual educators, in turn, must also learn the Spanish of the barrios if they are to be effective in their teaching.

CAREER INFORMATION

Career Information provides opportunities with specific answers concerning existing services, materials and resources for educators, students and parents.

1. Counselors (Jr. High and High School); provide information on occupations and opportunities in preparation for continuing education; services include testing, evaluation, offers choices of vocations or educational programs. Responsibilities also include informing the student, parent and community of school organizations oriented toward career experiences:

   a. DECA (Distributive Education Clubs of America)

   b. HERO (Home Edonomics Related Occupations)

   c. ICE (Industrial Cooperative Education)

   d. Junior Achievment

   e. VICA (Vocational Industrial Clubs of America)

   f. DOT (Diversified Occupational Training)

   g. Learning Resource Centers

   h. R.O.T.C.

2. Employment Service

   a. Lists employment available, evaluates prior working experience and does testing for work apptitudes.

   b. Placement of applicant and provides some skill preparation.

   c. Offers protection of workers' rights and privileges.

   d. Continuing job reruiting with emphasis on hiring of minority and upgrading skills of unskilled workers.

3. University Programs that disseminate information to the high schools.

   a. Law Day (students interested in law may attend the special program at the University).

b. Placement services that give specific information through bulletins, pamphlets and personnel department.

4. Community and Parent Involvement

a. Guest speakers from professional, paraprofessional, technical, vocational, industrial and governmental agencies (Parents will speak to students).

b. Career Day will involve guest speakers as well as demonstrations of specific job areas.

5. On-going programs

a. Listing of media dealing with careers (governmental, business, professional, industrial, etc.).

b. Audio-visuals aids
(films, tapes, slides, etc.).

c. Display and exhibition booths.

6. Educational T.V., Radio and Newspapers

a. T.V.
1. KAET channel 8 (Phoenix)
2. KUAT channel 6 (Tucson)
3. KPHO channel 5 (Phoenix)

b. Radio Stations
1. KPHX (Phoenix)
2. KIFN (Phoenix)
3. KEVT (Tucson)
4. KXEW AM - FM (Tucson)
5. KOOL Radio (Phoenix)

7. Social and Resource Groups and Agencies

a. AME (Association of Mexican-American Educators).
Gene Benton
c/o School District #1
1010 East 10th Street
Tucson, Arizona

Al Jauregui, Principal
Frank School
Tempe, Arizona

b. LULAC (League of United Latin American Citizens)
Ray Cano
State Director
Phoenix, Arizona
271-5264, 243-2088

c. Mexican-American League of Women Voters
Cecilia Vargas
325 North Santa Rita
Tucson, Arizona

d. Vesta Club
Dr. Gene Marin
Financial Director
Arizona State University
Tempe, Arizona

8. Junior Colleges, Technical and Vocational Schools.

9. Apprenticeship programs through unions.

10. Military Recruiting Offices

a. Army

b. Air Force

c. Navy

d. Marine Corps

e. Coast Guard

f. National Guard and Reserve Centers

11. Governmental Agnecies

a. Man - Power Programs
1. SER
2. SEP
3. WIN

b. Department of Public Safety
1. Police Department
2. Highway Patrol
3. Fire Department
4. Sanitation Department

CAREER AWARENESS

Career Awareness K - 12

PRIMARY LEVEL

Careers material should be introduced at the grade level of student.

A total effort of school administrators, staff personnel and community should be involved in promoting career awareness.

ACTIVITIES:

Have children discuss occupation of head of household or occupations they are acquainted with.

Students can make up skits with use of hats or objects to depict occupation.

The student will understand the variety of occupations, employment and other skills in the world of work.

INTERMEDIATE LEVEL

The student will identify characteristics which differentiate between jobs.

Field trips and guest speakers and exposure to all occupations.

Develop book for use in the elementary schools, such as a picture of a teacher, chalk board, desk, etc. then write about what a teacher does in simple language for lower grades to understand. The students can then color pictures after discussion. Other job discription done in same technique.

Role playing, pepicting various jobs can be an excellent activity. This enables child to express according to culture background.

JUNIOR HIGH LEVEL

The student will determine the work qualifications needed to perform the basic tasks of various occupations.

ACTIVITY:

Project on a township - variety of occupations and function of each. The banker, the storekeeper, the druggist, baker and etc.,etc.

CAREER AWARENESS IN THE HIGH SCHOOL AND POST SECONDARY LEVEL.

Because the counselors in addition to their many other duties are also responsible for the adjustment and other personal problems that may hamper the students welfare; he may be the "Key Person" whose responsibility it would be to coordinate the total spectrum of Careers in the high schools.

One of the many duties of the high school counselor assisting the student in registration and helping the student plan his high school curriculum, advising him in making and adjusting course selections.

A counselor should be able to provide career counseling through a variety of activities--individual career exploration, interest assesment, career exploration groups, community resources, military information, apprenticeship programs, vocational training programs, and various work experience programs.

For the student who is highly motivated to continue beyond the high school or technical school level, the counselor will maintain information and provide guidance services in the areas of scholarships and financial aids, college testing and admission, and other related educational opportunities. (See List)

A SUCCESSFUL CAREERS PROGRAM

The experiences that the student has been exposed to and introduced to in the lower grades will contribute significantly toward an orderly sequence of Career Awareness. Careful planning in the early stages of career awareness cannot be over emphasized.

STUDENT GOALS:

The student will recognize that his career development includes progression through stages of educational and occupational experiences.

The student will analyze factors that may influence his vertical and horizontal mobility in a selected career cluster.

The student will analyze the function of management responsibilities relating to the career(s) he has chosen to research.

The student will understand the variety of occupations found in the world of work.

The student will know the steps necessary immediately following high school to gain entry into his chosen career.

The student will know the detailed characteristics of his chosen fields.

The student will understand the relationship between career and life-style.

The student will analyze the relationship between job requirements and his personal and prefessional goals.

The student will recognize that mobile careers can cause changes in an individual's life-style.

The student will understand the way in which occupations relate to needs and functions of society.

The student will evaluate employment opportunities in his career area based on local, regional, and national trends.

The student will become familiar with job opportunities as related to social and economic trends in his geographic area.

SPECIAL AREAS OF CONCERN RECOMMENDED FOR COUNSELORS WHO WILL BE WORKING WITH CHICANO STUDENTS AND FAMILY:

1. The counselor, if not bilingual, should be encouraged to develop Spanish language skills.

2. Educators should be willing to attend community and family social functions such as weddings, etc.

3. Counselors should retain counselees during the 4 high school years in order to develop a more personal relationship with the individual student and his/her family.

4. Open counseling should be permitted. That is, students sould have the option to select another counselor when any special situation warrants it. Some students and counselors may not work effectively together.

5. Adminstrators must be knowledgeable about, and sensitive to, the special needs of all students including the Chicanos, within the total school environment. (sensitive to the bilingual/bicultural environment within their total school community.)

6. The total administrative heirarchy must be supportive of efforts by other educators in the area of bilingual education.

7. Home visitations by teachers.

8. Colleges and universities must offer ethnic studies programs such as Chicano Studies, etc. which must become an important segment of the formal training for prospective teachers.

9. Colleges and universities must develop effective teacher preparation programs in bilingual education.

10. Internship programs for prospective teachers must include agencies such as D.E.S., Juvenile detentions, social welfare agencies, etc.

ACTIVITIES FOR STUDENTS AT ALL LEVELS:

a. Unit, utilizing, news papers advertising section of job availability. (Bulletin Board)
b. Finding materials in Career and Vocational libraries.

c. Presentations of Film Strips, Films and guest speakers on career trends and discussions of employment and information as to education needed and job requirements.
d. Field trips to Factories, Schools (Trade and Technical Schools) Attend Career Day at Junior Colleges, Universities and Career displays presented by the business segment and armed forces.
e. On going programs, panel discussions for students and parents.

f. Invite parents, give recognition to students add parents, pot lucks, etc.

Career Awareness:

Appendix

Footnotes

30. Lifton, Walter M., Widening Occupational Roles. Chicago: Science Research Associates Inc., 1962.

31. KUDER Form E (General Interest Survey)
SRA Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinoise 60611.

KUDER Form CP (Vocational)

Achievement Series Primary Edition Technical Brief Form E and F
SRA Science Research Associates, Inc.
Chicago, Palo Alto, Toronto, Henley-on-Thames, Sydney, Paris.

CAREER PREPARATION

Preface: Career preparation is the most important stage of a student's education, not only in preparing him for college, but also in getting a student ready for the world of work. This preparation is difficult enough when working with the average middle class Anglo student, but it is critical when it comes to educating a young Chicano.

I. Educational Level for Career Preparation

Preparation should begin at the elementary level integrating the basic skills such as reading, pronunciation, co mprehension, writing and math in both English and Spanish, so as to facilitate the exposure involved in decision-making, (goals/desires).

II. Extension of School Settings in Career

Preparation should exist concurrently between home, community, and school. Parents should then participate and help the student decide which direction he should take. Parents should also be understanding of demands made in the area of homework and projects. This can be done by having conferences with the student and his parents (in the home, if necessary) explaining differences between goals, identifying strengths and weaknesses. In this way, the student will be encouraged to work toward his goals while being honest about his capabilities.

III. School Responsibilities

The school must assume a large portion of this responsibility. The method may vary according to the school, however, providing students with the proper application forms used by local establishments, businesses, and social agencies is one method that can be tried in the actual filing of applications; students may be made aware of their bilingual strengths.

Resumé writing could be incorporated into the English curriculum with an emphasis in the skills required to express specific information about the individual self, ie. special talents, hobbies, crafts, etc. The interviewing process could also be included in this curriculum, thus exposing the student to the skills involved, such as speaking both Spanish and English, placing emphasis on bilingual strength. Completing applications for school grants and loans is another method in which students can further enhance or improve their bilingual skills.

It is of prime importance that schools provide resource prople who can be models to our students. Providing models does not necessarily mean either the image or the appearance, but someone who can be comfortable in his bilingualism.

Invaluable service could be provided by the community by utilizing the talents and expertise of its own people.

IV. Vocational Industrial Arts Programs

Industrial education programs should be offered to anyone so as to expose the students to the world of industry and basic hand skills; however, there should exist a screening system in which the student who appears to have the desire to further enhance his skills has the option to do so by continuing into vocational programs.

The goal of industrial education is two-fold; one, to expose students to the areas in the world of industry and two, to allow students to explore and discover what talents they have with their hands. If the student truly enjoys the work learned in industrial arts, he may have forged a way of life for himself that may eventually become a hobby or sideline.

The vocational program should be for all those interested; those with desire, and those who possess natural ability to polish the skills that will make them job ready in all areas directly related to manual skills.

Discretion should be used so that the industrial arts program will not become a "dumping ground." Some schools tend to prolong the idea that Chicanos are good at working with their hands, under supervision, and in menial jobs.

CAREER EXPLORATION

PROBLEMS CHICANOS HAVE IN BREAKING OUT OF OCCUPATIONAL PATTERN

For Chicanos to break out of the traditional occupational pattern, there must first of all be a desire to break out. This is not as easy as it may sound. It is not only the Chicanos' desire, but of those involved in the schools (teachers, administrators, counselors), who must also have this desire. It should become a responsibility of society at large to instill this desire to break out. Career information should be a continuous process from preschool through the post secondary level. For the Chicano, this means that he must see other Chicanos in the school setting, not only as teachers and students, as an integral part of the curriculum, in text-books, in posters, and in school activities.

The Chicano is beset on all sides by economic and social pressures to make something of himself. The pressures come from his family, friends, peers, schools and society. Too often, though, he is relegated to the occupational trades because he is not afforded the luxury of exploring many other profes-sions. Some say, "He chose to study a trade." Yet, did the educators and counselors really allow the Chicano a chance to see himself in other profes-sions?

The Chicano must attend to the low earning power of his immediate family. Perhaps, he can only see the need for money to help his family try to survive. Counselors should be aware of this. Certainly, if a counselor involved the whole family in a choice of a career, with long range goals in mind, the family, especially the parent(s), might be willing to sacrifice a little longer to encourage and support a family member's decision to forego a little earnig power temporarily as he prepares himself to be a social worker, teacher, accountant, etc...this, of course, is not always possible

nor desirable. Economic circumstances or personal choice are always factors which must be considered. However, there are many technical - vocational fields that the Chicano student might be aware of: health - related fields, medical technicians, surveyors, and public relations jobs are one a few examples. All these are certainly commendable and profitable, in money, pride and self satisfaction.

We can use the Chicano family and community as sources by finding out what they think about careers that are important to them, what their desires, hopes and aspirations for their children are. Many Chicano parents want their children to attain what they did not. Frequently, the lack of formal education of Chicano parents makes them hesitant and unknowledgeable about the wide choice of careers. They know that they want something better for their children but are not sure what. They rely heavily on the schools to do this job.

If the schools fail the students by unawareness, irrelevancy or inadequacy, the same harm is done. Thus, by the schools reaching out to the family and community, a two-fold path of education is begun. The family is educated by the schools and the schools are educated by the families. This is not an easy task. There are no handbooks or "How To Do It" pamphlets. But there are ways. Expose the Chicano student to the community around him and beyond the barrio. Bring in guest speakers. Set up booths on weekends at different shopping centers, churches, little league parks, etc... Talk to the community. Show them many successful Chicano models from the professions, business, industry and the various trade unions. An important need is to have bilingual persons giving out and taking in this information. The community must first know there is someone, something there before it will want to visit. Make the school a part of the community.

WHAT CAN UNIONS, BUSINESS AND INDUSTRY DO TO CREATE A DESIRE IN CHICANOS FOR CAREER EXPLORATION?

First, hire qualified Chicanos. Unions, business and industry must genuinely and actively seek these people. Secondly, successful Chicano models should be sent into the community to present educational, occupational and training pre-requisites for their career field or occupation. Thirdly, Chicanos should be made aware of OJT and work-study programs which may provide for upward mobility in the areas of promotion and financial recompense. Finally, employers and schools should work more closely in areas of significant Chicano population.

IN WHICH FIELDS CAN BILINGUALISM BE AN ASSET?

Bilingualism, the ability to read, write and speak English and Spanish, is a valuable asset in any career field.

HOW CAN THE CHICANO STUDENTS WHO NEITHER FEELS COMFORTABLE WITH THE COUNSELOR OR WITH A TEACHER GATHER CAREER INFORMATION?

Teachers should bring outside successful Chicano models to speak to students, show occupational movies, and participate in field trips. This type of exposure might motivate the Chicano student to question. Teachers must start relating to students, presenting opportunities available to them through perhaps their own personal experiences and making career information a part of their course of studies and classroom activities. Chicano students who already are involved in DECA and CO-Op programs should be utilized by teachers as career information resources. These students are a valuable resource in that they are easily accesible and can disseminate information and experiences on a peer level.

HOW CAN THE CHICANO STUDENT USE HIS COUNSELOR TO FULL ADVANTAGE?

The Chicano student should be aware that the counselor can be a valuable resource. He is the liason between the student, the teacher, and the administration. The Chicano student should be made aware of his responsibilities as a "student" and to avail himself of the following services: aptitude and inventory testing, information and career guidance, financial aid information, part-time employment, family counseling, medical information, and community resources. Much, if not all of the preceding information is available through the counselor's office.

WHAT ADDITIONAL EDUCATIONAL OPPORTUNITIES ARE AVAILABLE TO THE CHICANO STUDENT?

The Chicano has many programs available, for instance: bilingual instruction (although not a reality in all districts) financial aid programs, counseling programs and outreach career awareness programs, state employment service, career education by state department of education, cooperative training programs and DECA (Distributive Education Clubs of America), HERO (Home Economics Related Occupations), ICE (Industrial Cooperative Education), Junior Achievement, VICA (Vocational Industrial Clubs of America), Learning Resource Centers, DOT (Diversified Occupational Training).

WHAT ELSE CAN BE DONE?

Career Education centers and programs should be established and implemented from elementary through college. These centers should include audio-visual and reading materials complete with guidance employment specialist

trained to interact effectively with Chicanos. The center should be located where students congregate. The center should employ Chicano students as resource personnel to disseminate information from the center to classrooms or directly to other students.

WHAT PROGRAMS ARE AVAILABLE TO HELP THE CHICANO?

Sensitive and responsible school personnel must orient Chicano students on efforts of federal, state, county and local government initiated program that can directly help the Chicano. Some of these are: SER (Service, Employment and Rehabilitation), EEOC (Equal Employment Opportunity Commission) and Affirmative Action. Affirmative Action programs for employers and employees is "an employer's total effort to insure equal opportunities for all employees". This includes all the actions required to guarantee that minorities and women are employed at every level of an organization to which their abilities and career objective entitles them to aspire.

ACTIVITIES

Activity: Applications

Purpose: The purpose of this activity is to help the student understand that there are certain procedures that are required when he/she is considering placement for a particular job. The student should be aware that on the part of the employer, there is a decision-making process which involves assessing and evaluating.

Materials: The only materials necessary are paper, pen or pencil and the attached samples of application letters.

Procedure: The leader will introduce the activity by distributing to the students a sample letter of application and discussing with them the necessary components of an application letter. The leader will assign a number to each student that will be known only to the leader and the student to whom it was assigned. After writing several want ads or a list of 9 or 10 jobs on the board, the leader will then divide the class into groups of 5 or 6 and ask everyone in a particular group to write a letter of application for the same job. (To save time, the leader could simply assign a job to each group). In order to conceal the identity of the author, each student will use his assigned number, instead of his name.

When all the letters have been completed, each group will exchange its sets of letters with another group. The groups will then study each letter, confer about what type person is needed for this particular job, and then "hire" one person from the 5 or 6 application letters they were given. Each group will write notes to those not hired, telling why they did not get the job. To conclude the activity, each group will report to the entire class on which applicant was chosen and why.

Evaluation: The leader will be able to evaluate this activity primarily by observing student involvement and listening to student reactions. Another way might be to have the students write a letter of application for a job of their choice a week or two later and compare the quality of the two letters.

Additional Suggestions:
Personal data sheet could be used in a unit in writing personal data sheets.

MODEL APPLICATION LETTER

2027 East Elm Street
Tucson, Arizona
May 20, 1972

Mr. James N. Roberts
Personnel Manager
Arden Merchandising Company
1422 Hill Street
Tucson, Arizona 85733

Dear Mr. Roberts:

In response to your advertisement in Sunday's "STAR," I should like to apply for the position of Clerk-typist.

I am a recent graduate of Catalina High School, where I took courses in Typing, Shorthand, Bookkeeping, and Business Principles. My typing speed is 60 words a minute. During two summer vacations, I gained valuable experience as a typist in the Credit Department of Levy's Department Store. The enclosed data sheet describes by background and activities in detail.

I should appreciate an early opportunity to speak to you personally in an interview. You may reach me at the above address or by telephoning 792-6315.

Sincerely yours,

Harvey Gonzalez

Enclosure
Data Sheet

PERSONAL DATA SHEET

Your Name
Your Street Address
City, State, Zip Code
Telephone: Your Number

Personal Information

Age:
Place of Birth:
Height and Weight:
Health:

Education

Elementary:
High School:
Degree:
Major:
Grade Average:

School Activities

Membership on any athletic teams in high school.
Membership in high school clubs.
Offices held -- student body or other.

Work Experience (If any)

Summer job:
Part-time job after school (baby sitting, carry-out jobs, etc.).
Experience while in any high school cooperative program (DE or COE).
Bilingual

References (by permission)

1. Name, position, Company name, address, phone number. (Business Reference)
2. School Reference -- your counselor or a teacher who knows your work.
3. Character References -- clergyman, doctor, etc.

Special Interests

1. Mechanics
2. Home Economics
3. Bilingual
4. etc...

Science Career Awareness Grade Level: Secondary and Post Secondary

Activity: Everyday Uses of Science Related Courses of Industrial Science.

Purpose: Recognizing that many students have not been exposed to science related subjects to any great extent, these students are terminal students who will not finish high school, they need immediate exposure to some science related courses or a mini course in Industrial Science. The subject is designed to meet the needs of students who are both vocationally and academically oriented.

Materials: A series of film strips and films, speakers from Motorola, and other industries where the knowledge of science is required or essential to do the job. Media Catalog, such as the (Media Catalog from the Central Maricopa Careers-Project, 2526 West Osborn Road, Phoenix, Arizona, Phoenix Union High School Career Center and others).

Procedure: In some schools this activity may be the responsibility of the teacher; the counselor will assist in making the necessary arrangements for films and other properities needed for the activity.

Evaluation: A test is administered if the student is registered for the course and is receiving credit. The student may only get credit in Careers class under another classification.

Additional Suggestions:

The careers counselor assist the student in personal problems and encourages the student to see the value of such a course.

The course may be introduced as part of Careers of the school administration may find it necessary to offer a mini course not only to upper class students, but to adults in the community who need these subjects to keep their jobs or for promotion. Students should be given the opportunity to choose, with the advise of instructors; if needed a series of mini courses in industrial science may be introduced for students to appraise any benefits they may receive from them in achieving their own goals, ideals and interests.

Career Awareness Subject Area: Social Studies
English

Activity: Work Classification

Purpose: To acquaint the student with the different occupations found around the school as a means of increasing his ability to identify and analyze various occupations in the world of work.

Materials: Chart on work cluster, paper, pens, tape recorders (optional).

Procedures: Begin with a review as job cluster to enable students to keep in mind, the variety of occupations. As a class, list the various occupations in the school, such as principal, school nurse, food service worker, superintendant, department chairman, etc. Assign students to interview school personnel. (Note before this is done, perhaps the teacher could inform the school personnel about the class project). The class would then decide on criteria for the interviewing such as salary ranges, working conditions, duties performed, education or skills necessary. A list would then be compiled of all the new information regarding the various occupations that they did not know. The information would then be presented by small panels or in an individual basis. The information would then be put in booklet form and presented to the school library.

Evaluation: Class participation and group involvement will be the chief means of evaluating this activity. A quiz may be given to match up the occupational duties with characteristics based on the information gathered by the various group members.

Additional Suggestions:

1. Class could select a business in the community and procede to explore the different types of skills necessary to run the business.

2. Class could make a list of all the schools in the community and identify their special areas of training incorporating cost and entrance requirements.

3. Articles featuring information on job description compiled by the student could be included in the school newspaper.

Career Awareness Subject Area: English - Reading
Grade Level: 9 - 10

Activity: Work Classification

Purpose: To acquaint the student with as many different occupational titles as possible.

Materials: Newspaper, scissors, paste, pencils.

Procedures: A small class discussion on work clusters with examples of occupations fround in each area should precede the activity. Students would then be divided in small committees to locate the various jobs in the want ads section of the newspaper. Once located, these advertisments would be cut out and placed in their various job clusters. A list including other types of jobs not found in the newspaper would be compiled.

Evaluation: Each of such group would evaluate the accuracy of the information. The instructor would evaluate the group by class participation and group involvement.

Additional Suggestions:
Students could do more research on the various jobs advertised. An interview with the prospective employer could be assigned a student who would in turn share the information with the class. It the position was filled, perhaps the employer could give reason for selecting a particular individual. This information could then lead into another unit on interviewing techniques effective application forms completion, and job resumes and personal data sheets.

Career Awareness Grade Level: 9 - 12

Activity: Administering the KUDER General Interest Survey.

Purpose: This activity will give the student and counselor an idea as to where the student indicates strong skills and interests. It is not a test to find out the students' IQ. It's a survey to find out where the student indicates areas in careers to further explore.

There are no answers that are right or wrong for everyone. An answer is right if it is true for you.

Materials: The materials used in this activity is the KUDER E Form (General Interest Survey (31). Booklet, Chair, Desk and plenty of space and light. The examiner will read the instructions and explain the entire procedure. Once the student starts there should be no talking.

The students are asked to bring a book or some other school work to do once they finish the test. It takes 45 to 60 minutes to complete the entire survey.

Evaluation: The counselor or teacher will interpret the test to the student and when possible also to both the parent and student. Based on the scores, make a profile useing the graph provided in the booklet; the student plots his own and takes it home and the other copy is filed in the student's folder.

Additional Suggestions:

The student may take the survey individually or as a group. It may be given at the beginning of school or towards the end.

The test was administered to 35 students in the Careers-Class at the Continuation Education Center (CEC), a special program for dropouts at Phoenix Union High School, and 90% of the pupils rated very high in nine of the ten areas tested; the lowest was in science, which may indicate that the student is not being challenged in science in the lower grades or high school. A complaint often heard from the students is that teacher do not force them to perform. When in fact, the students would work hard if all teachers firm in their classroom situation.

The instrument may be used for other purposes, there are other forms in this series to find out specific interests, such as Form CP (Vocational). There are many other tests that are available in almost any field. Caution should be taken not to interpret the results of any test as the final solution or only way to measure an individual's or student's abilities.

Activity: Exploring job clusters.

Purpose: To acquaint the student with different job clusters.

Materials: Poster board, dictionary of occupational titles, careers kits (if possible).

Procedure:
-Start a discussion of all the people who make it possible for them to be in school.
-List them.
-Stress, especially the non-school jobs such as: parents' boss, electric company employees, state health board employer (x-ray, etc.).
-Identification of job clusters of list compiled.
-Pick one or two of fields listed and expand on them.
-Assign committees to give brief description on job cluster.
-Possible bulletin board using job clusters.

Evaluation: The level of participation of students ability to identify with job clusters. Additional suggestions to explore one field even further by in depth reports and field trips.

Activity: Employer Test Samples

Purpose: To acquaint student with various tests that employers administer to determine students' vocational aptitudes.

Procedures: Teacher will administer various employer samples of tests if available or refer student to counselor for specific information.

Materials Needed:
Sample Tests, pencils.

Evaluation: Completion of Tests by students.
Tests will determine students' areas of strengths and weaknesses.

Additional Suggestions:
Teacher or counselor will build on students' areas of strengths and upgrade his/her weaknesses.

Activity: Where the jobs are.

Purpose: To allow students to see how their interests and/or plans relate to the present and future job trends in their community, state and nation.

Materials: The Occupational Outlook Handbook and a listing of local businesses.

Procedure: The activity leader will discuss the occupations available in the community to see how students relate their interests to these. A list of local businesses will be made available to students and they will be encouraged to visit them for on-the-job observations. Schedule of visits will be planned.

Evaluation: Students can make reports on how much they learned about the occupations they viewed on their visits. These should include working conditions, pay, hours, advantages, disadvantages, etc. They should also indicate if their knowledge of community job-opportunities has increased.

Additional Activities:
Local employment agencies can be contacted to secure guest speakers and specific job information.

Activity: To learn about Bilingual Occupations.

Purpose: Two Fold - To stimulate the student to relate his study of a Modern Language - Spanish, to his career development, to enable the student to campare traits he sees in himself with those exhibited by workers he observes as they perform on the job.

Procedure: The teacher should plan this activity around a field trip(s) to a work site(s) where students will be able to attain the above noted objectives. Sites may include the following: Aeronaves de Mexico, Spanish Language Radio Stations- KPHX, KIFN (Phoenix), Import-Export businesses, a Chicano bakery-tortilleria- Azteca (Phoenix), the international department of a bank.

Prior to the trip, the class should "brainstorm" and compile a list of Spanish words and terms which describe the workers and occupations they are to observe. During the field trip, the teacher will assure that each student interviews at least one employee.

Evaluation: Teacher will observe students' reactions to field trip experience. Teacher may review students' written observations and comments for use of Spanish words and terms. A class discussion can measure what students' have gained personally from the field trip.

Economic Awareness Grade Level 9 - 12

Activity: Can I Find The Job I Want?

Purpose: This activity will provide an opportunity for the student to explore through reading, the availability of various occupations within his community.

It will help the student who has had negative experiences and poor attitudes towards school to realize a purpose for remaining in school and making his school experience more relevant and interesting.

Materials: Newspapers and Radio, Film Projector or Film Strip Projector, Record Player and appropriate films for the group.

Procedure: The counselor will make Career presentations to his clients during a 2 hour Block scheduled twice a week for Career-Class. This is part of the students' education and in some cases, it may be arranged where credit is given for the course.

Evaluation: Students will take a short test on a particular job that they chose to investigate. The test may be oral. Points to watch for are: Did the students follow instructions and directions. How many bilingual students are enrolled in Careers and how did they test.

Additional Suggestions:

There will be pamphlets and other information for the student to read in the area of Occupations and Careers available in the counselors office for students to decide what kind of job or career he/she wishes to follow while in school. This information is of importance to the student that may not finish high school or continue his education.

Activity: Can I find a job I want?

Purpose: Will provide an opportunity for the student to explore through reading, the availability of various occupations within his community.

Materials: SRA Widening Occupational Roles Kit, Arizona State Employment Service, Various companies that provide occupational kits.

Procedure: Counselor or teacher will introduce the activity and explain to the class how to use materials, how to find information in the SRA kit. Each student will read a brief about a job that interests him. The student will then explore the job further by reading about job trends related to that particular job within the community. Each student will subsequently report his findings to the class.

Evaluation: Completion of the activity combined with the amount of student participation will be graded by the counselor and/or teacher.

Additional Suggestions:

1) Interview (personal) of people on the chosen occupation.
2) Bring in speakers in occupations to speak to entire class.

Economic Awareness Grade Level K - 12

Activity: How Can I Find A Job?

Purpose: This activity will provide an opportunity for the student to explore through reading the availability of various occupations within his community.

Materials: The materials used in this activity will be the SRA Widening Occupational Roles Kit, the Arizona State Employment Service, or any other job trend information available.

Procedure: The counselor or teacher will introduce the activity and explain to the class how to find information in the SRA-Work Kit. Each student will read a work brief about an occupation that interests him. The student will then explore the occupation further by reading about job trends or prospects related to that occupation within the community. Each student will then report his findings to the class,

Evaluation: Student completion of the activity combined with the amount of student participation will be evaluated by the teacher or counselor. How well did the bilingual student do compared to other students, and why?

Additional Suggestions:

Field trips are encouraged for the student to actually see the entire operation in action.

If the students still desire information about their job interests, they could individually interview people on the job and then report to the class as a whole. Or, if there was sufficient interest in certain job areas, speakers from these areas could be invited to speak to the entire class.

Subject: Social Studies Grade Level: 10 - 12

Activity: Neighborhood Poll

Purpose: To develop an awareness in the teacher and students of the school neighborhood as to: 1) Racial Makeup, 2) Political Affiliation, 3) Voter Registration, 4) Preferance as to a) Chicano, b) Mexican, c) Spanish-American, d) Latin-American, and e) Mexican-American.

Materials: Teacher provides all materials.

Procedure: Teacher and students develop questionaire on selected topics. City map to identify assigned territory, a one block area to each student near his home. If possible, teacher should arrange time during school for project and go with students.

Evaluation:
1) Possible use for comparison of census figures.
2) Total number of responses from polled area.
3) Student interest in developing additional polls.

Additional Suggestions:
1) Visits to state or city governments in action to gain an awareness of the political process, the people in office.
2) Develop a profile thru an interview of a political office holder as to their responsibilities and duties; have that person make a presentation to the class (a Chicano model, if possible).
3) Develop mini-courses (3 - 9 weeks) on History of the Southwest - History of the Chicano.

Native Speaker Classes Grade Level: 9 - 12

Activity: Research of Regional Dialects

Purpose: 1) This activity, because of its native should only be used on a limited basis to create an awareness of the difference between what is considered academic and regional Spanish (dialects), and that it is a legitimate form of communication.

Materials: Teacher develop lists of vocabulary and definitions. Students be encouraged to contribute their local slang.

Evaluation: Measure reaction of students' willingness to continue or expand knowledge of the language.

Subject: All areas Grade Level: K - 12

Activity: Development of a Family Tree

Purpose:
1) To help the student develop a self awareness of the possible role of his family contributions to the local area.
2) To involve the family in an ongoing school project.
3) To develop for the student, a knowledge of the ethnic diversity of his family.

Procedure: Teacher develop and outline purpose of family tree.
Students should provide all other materials:
A) Family albums, diaries
B) Vital statistics
C) Birth Certificates
D) Family bible
E) Oral interviews with family members.

Evaluation:
1) Level of student participation.
2) Level of improvement of student self image.

Additional Suggestions:
1) Develop family coat of arms.
2) Show development of family name.
3) Independant research - High school - Jr. high.

Activity:	Home Related Medicines
Purpose:	The purpose of this activity is to increase parental involvement with students by utilizing their medicinal knowledge.
Materials:	The materials required are writing materials and the various medicines used by the students' parents or family members.
Procedure:	The leader may introduce the topic through a class discussion. The instructor should assign each student two remedies,for remedies which his/her family uses. The student should then attain this information from the parent of family member. (Optional- the student may bring a parent as a guest speaker of she may tape record the interview). The students may then write out the interviews in either a writing exercise or an oral critique.
Evaluation:	This evaluation of this activity, may be through the level of enthusiasm of parent and student involvement, through the writing and speaking skills.

Parental Involvement Subject Area: History
Grade Level: 1 - 12

Activity: Family History

Purpose: To involve parents , students, and school personnel in a joint educational sharing experience aimed at appreciation of cultural differences through exploration of family history.

Materials: The materials used are family albums, records, record player, old letters, poster boards, scissors, paste, writing utensils and lettering pens. (tape recorder optional).

Procedure: The instructor will begin a discussion asking students to identify the differences between their generation and their parents' generation. This will be followed by a brief explanation of the contents in the structure of a book, such as the table of contents, index, and preface. The students will list areas that they wish to research such as music, fads, economic conditions, and demography. These will be used as the table of contents. It should be stressed that only family members and local community members will be included. The class should divide into committees which will be assigned the task of compiling the pool of information into their respected areas. The committee should be responsible for devicing a presentation to the class.
Parents and other family members should be encouraged to either participate in the presentation or attend as guests. (Suggestions for Committee Presentation: fashion shows, maps depicting family demography, displays of family portraits, skits depicting problem solving in parents' era, and music and dances from the parents' generation).

Evaluation: The written reports compiled by the committee as well as the level of participation and enthusiasm will serve as an evaluation for this committee.

Grade Level: 7 - 12

Activity: Home Economics Unit on Mexican Cooking.

Purpose:
1) To acquaint Home Economics students with the varied Mexican dishes.
2) To study the nutritional values of various ingredients used in preparation of Mexican foods.
3) To show students the variety of foods other than what is considered typical.

Materials:
1) Teacher purchase necessary ingredients from instructional budget.
2) Students are assigned or asked to bring ingredients from home.

Procedure: The Home Economics teacher may develop a unit on Mexican cuisine describing various foods which will make up a menu including desserts. A culminating activity might include who would prepare the meal with the assistance of the teacher and students. A nutrition expert from the local university or extension service might be invited to impart information about the nutritional values of the various food items. Appropriate paper flowers and other items of Mexican decor and Mexican music would lend themselves to a successful teaching unit.

Evaluation: Teacher develop evaluation units as necessary.

Additional Suggestions:
1) Develop a cookbook of Mexican cooking.
   a) could be in Spanish of English.
   b) students could utilize bilingual skills for translation.
2) Important to invite other faculty to sample dishes.
3) Field trip to Mexican food restaurant.

Grade Level: K - 12

Activity: Parent participation at school to help teach the preparation of various Mexican dishes.

Purpose: To involve parents in ongoing school curricular activities as opposed to extracurricular. So that the parents may become more familiar with classroom teachers and school goals.

Materials: Teacher purchase necessary materials , students-parents are assigned or volunteer to bring ingredients from home.

Procedure:
1) Teacher plans a unit of preparation of different Mexican foods; this could be a single dish or a full meal.
2) Enlist student participation in planning.
3) Write letters to parents asking their cooperation.

Evaluation:
1) Amount of parent participation, if there is sufficient parent response, it may be necessary to have more than one such activity.
2) Teacher develop evaluation necessary.

Additional Suggestions:
International Food Day: All students bring a dish from home.

Grade Level: 1 - 12

Activity: Home Garden

Purpose: To incorporate within the classroom, activities which will allow student to become familiar with the growing of vegetables native to the area. To open an avenue for Teacher-Parent-Student contact in the student's home. To illustrate the economy of having a home garden.

Materials: Teacher provide necessary materials for students. Students select and/or purchase materials in which they are interested.

Procedure: Teacher develop a unit showing nutritional value of vegetables with help from agriculture extension service, additional help may be available from local district horticulture classes or vocational agriculture programs. After unit on nutritional values has been discussed, student will be assigned or volunteer to grow one or more vegetables at home beginning from ground preparation to maturity.

Evaluation: Teacher evaluation may be developed around classroom materials presented and success of home garden by on site visitation.

CHORIZO

1 pound pork sausage
1 pound ground beef

1/4 cup vinegar

2 tablespoons pepper
2 tablespoons oregano
1 or 2 garlic cloves
1/2 cup chile powder

SUGGESTED ADDITIONAL ACTIVITIES

Painting - Sculpture:

1) Teacher develop 3-9 week units promoting Chicano Arts and Crafts.
2) Use of local resource persons in the field of art. (example: Friends of Mexican Art Heard Museum).
3) Encourage Chicano student art shows.

Performing Arts:

MUSIC - DANCE - THEATRE - POETRY

1) Development of Chicano folkdance groups. Bilingual programs K-6 are especially successful.
2) The regular school curriculum should offer courses in Spanish Language Chicano Theatre.
3) Music departments should provide or develop units in Spanish Language Music as part of the regular course content. Such content areas may be mariachi groups, rondallas (stringed instruments only) and estudiantinas (stringed instruments only).

Literature:

Use of contemporary Chicano literature as part of required reading so that students will become aware that there is something other than English and American literature.

All Areas:

1) In schools with large Chicano population:
   a) Administrators should encourage teachers to enroll in Spanish courses.
   b) One year of Spanish should be accepted toward graduation in lieu of one year of English.
c) Schools should develop as extensively as possible, a library section on Chicano Literature.
d) In schools with large Chicano population, where a student is more adapt Spanish, that they be allowed to give reports in Spanish.
e) Set up and notify parents of a continuous open door policy where they can meet teachers and counselors in an informal atmosphere.

SUGGESTED INFORMATION ACTIVITIES

1. Governmental Agencies

   Purpose: Student and teacher will become knowledgeable in the function and purpose of government occupations available.

   Materials: Telephone, directory, paper, typewriter, etc.

   Procedure: a) Teacher and/or students will invite speakers from various governmental agencies.
   b) Field trips to various agencies and completing mock forms, taking aptitude tests.

   Evaluation: Number of students participating in activities.

2. University and Jr. College Programs

   Purpose: To acquaint students with various academic requirements pursuant to careers.

   Materials: Directory (addresses), typewriter, paper, catalogs, pamphelets, bulletins, etc.

   Procedure: To attend career days offered by these institutions for pamphelets, bulletins, filling out financial forms and workable budget for himself.

   Evaluation: Number of students attending career days; responses to correspondances.

3. Community and Parent Involvement

   Purpose: To involve community leaders and parents as guest speakers and model figures in different career areas.

   Materials: Telephone, directory, paper, pencils, typewriter.

   Procedure: Formal invitations
   Career Days (Display and exhibition booth)
   Audio-Visual Aids to be presented by speakers.

   Evaluation: a) Number of affirmative replies to invitations.
   b) Number of student inquiries concerning career days and interested areas.
   c) Number of requests for pamphelets, bulletins, written materials.
   d) Student reply to questionaires.

4. Educational T.V., Radio and Newpaper

Purpose: To acquaint students of career opportunities through use of media.

Materials: T.V., radio, newpapers, bulletin board.

Procedure: Use of radio and T.V. in classroom.
Newspapers to cut out ads for "Want Ad" bulletin board.

Evaluation: a) Job file showing procurement through use of media.
b) Increase of student job awareness through interview with teacher.

5. Social and Resource Groups and Agencies

Purpose: To acquaint students and teacher with the various agencies offering financial aids and specific career information.

Materials: Telephone, directory, addresses, paper, pencil, typewriter, etc.

Procedure: Guest speakers, writing letters concerning job information, financial aid and attendance of the organizations' meetings.

Evaluation: Affirmative responses to requests for speakers, invitations to student and/or teacher from organizations.

6. Apprenticeship Programs Through Unions

Purpose: Focusing students' attention on apprenticeship programs sponsored by unions.

Materials: Telephone, directory, paper, pencils, typewriter, etc.

Procedure: Written requests of apprenticeship programs. Visitation to union locals.
Guest speakers.
Involvment in Career Day

Evaluation: Affirmative responses by locals to union requests.
Number of students visiting locals.
Assessment of student placement in apprenticeship programs.

7. Military Recruiting Offices

Purpose: To acquaint student of variety of careers and training through the military.

Materials: Telephone, directory, typewriter, paper, pencils, bulletins, etc.

Procedure: Guest speakers
Participation in Career Days
Taking of Aptitude tests.

Evaluation: Number of students entering military service voluntarily.

University Placement Office
University of Arizona
Tucson, Arizona

Energy Research and Development Adminstration Careers
An Independant Agency of the U.S. Gov., Wash., D.C.

Investigate Your Opportunities with the Water Resources Div. of the U.S. Geological Survey
Chief Hydraulic Engineer, Water Resources Div., U.S. Geological Survey, Wash., D.C. 20242

Cargill Action
Director of College Programs
Cargill, Incorporated
Cargill Bldg.
Minneapolis, Minn. 55402

Engineering Opportunities
Chicago Bridge and Iron Co.
Oak Brook, Ill. 60521

Brown and Root, Inc.
Engineers/Contractors
P.O. Box 3
Houston, Tex. 77001

Plan Your Career With Atlantic Richfield
Atlantic Richfield Plaza
515 South Slower Street
Los Angeles, Calif. 90071

You and HEW an Auditing Career
Regional Audit Dir., DHEW
Fed. Office Bldg.
50 Fulton Street
San Francisco, Calif. 94102

F. W. Woolworth Co.
Management Training Dir.
Pacific Regional Office
1733 California Dr.
Burlingame, Calif. 94010

Management Auditors in Today's Federal Government
The Senior Level Desk, No. 408
U.S. Civil Service Commission
Washington, D.C. 20415

IRS
College Recruitment Coordinator
Washington, D.C. 20224

Air Conditioning and Refrigeration
Manager of College Recruitment
Training and Education Section
York Div. Borg-Warner Corp.
P.O. Box 1592 York, Penn. 17405

SCHOLARSHIPS AND LOANS

J. B. L. Scholarship Trust
P.O. Box 1109
Wilmington, Delaware 19899

Purpose and Activities: Scholarship grants.

Trustees: William Duffy, Jr., Charles A Robinson, Josephine R. Robinson

Lynch (John B.) Scholarship Foundation
P.O. Box 1109
Wilmington, Delaware 19899

Purpose and Activities: Scholarship for worthy young persons attending secondary schools, colleges or graduate schools.

Trustees: William Duffy, Jr., Charles A. Robinson, Josephine R. Robinson

Selby (William G.) and Marie Selby Foundation
P.O. Box 2018
Sarasota, Florida 33578

Purpose and Activities: Broad purposes; emphasis on scholarships for scientific and medical research in the United States or abroad; support also for higher education, student loans, the aged, hospitals, relief and social agencies, community funds and youth agencies.

Officer: Richard M. Jackson

Mellinger (Edward Arthur) Educational Foundation, Inc.
P.O. Box 67
1025 East Broadway
Monmouth, Illinoise 61462

Purpose and Activities: Scholarships and student loans.

Officers: Robert J. Clendenin, Lloyd C. Stevenson, Joseph H. Burkhard

Winship Memorial Scholarship Fund
c/o Security National Bank of Battle Creek
25 West Michigan Avenue
Barrle Creek, Michigan 49014

Purpose and Activities: Tuition scholarships.

Westwood Charitable Foundation
Mercantile Trust Company
721 Locust Street
St. Louis, Missouri 63101

Purpose and Activities: Scholarships and financial assistance to needy young students.

Distribution Committee: James Cockburn, R. T. Dalton, Melvin Dubinsky.

Four Oaks Foundation, Tne
c/o Mrs. Donald F. Hyde
R.F.D. No. 3
Somerville, New Jersey 08876

Purpose and Activities: Supplementary scholarship aid for undergraduate four-year colleges and advanced degrees.

Officers: Mrs. Donald F. Hyde, Raymond E. Hartz, Louis Starr.

Mueller (C. F.) Company Scholarship Foundation
180 Baldwin Avenue
Jersey City, New Jersey 07306

Purpose and Activities: Scholarships, grants-in-aid, awards, and student loans to deserving young people to continue their education on a preparatory, college, university, graduate, or professional level.

Officers: Russell D. Niles, Ralph F. Bischoff, H. Edward Tonar

Sawtelle (Virginia Harkness) Foundation
c/o Montclair National Bank & Trust Company
544 Bloomfield Avenue
Montclair, New Jersey 07042

Purpose and Activities: Scholarship awards.

Officers: Virginia Harkness Sawtelle, George M. Bean, Kate B. Wood.

Ford (The Edward E.) Foundation
c/o Cravath, Swaine & Moore
One Chase Manhattan Plaza
New York, New York 10005

Purpose and Activities: Primary interest in secondary education.

Officers: Manufacturers Hanover Trust Company.

Noyes (Jessie Smith) Foundation, Inc.
16 East 34th Street
New York, New York 10016

Purpose and Activities: Educational purposes, primarily through student aid. Grants to colleges and other higher educational institutions for scholarships, fellowships, and internships within programs of current interest to the Foundation. No grants to individuals or for general operating expenses.

Directors: Rowland H. S. Bedell, Mrs. Barbara B. Dow, John R. Muma.

Roothbert Fund, Inc., The
P.O. Box 3322
New York, New York 10017

Purpose and Activities: To assist college or university students, who are primarily motivated by spiritual values, with preference to those considering teaching as a vocation. Awards grants annually in April; applications must be submitted before 1 March, followed by personal interview in New York City.

Officers and Directors: Carl T. Solberg, Robert L. Perry

Schepp (The Leopold) Foundation
551 Fifth Avenue
New York, New York 10017

Purpose and Activities: Primarily to assist young American men and women of character and ability who have insufficient means to complete their vocational of professional education. Scholarships only to unmarried individuals under thirty years of age; a limited number of fellowships for independent study and research awarded annually to single or married individuals under forty years of age.

Trustees: Stirling S. Adams, Mrs. Robert E. Barnes, Arthur V. B. Davis.

Scholarship Foundation, Inc., The
P.O. Box 170
New York, New York 10013

Purpose and Activities: Scholarship assistance to students, with special attention to those who do not fit into defined scholarship categories. Apply by letter. Large grants or travel grants to the United States seldom made.

Officers: Mrs. Earle Bailie, Mrs. J. Howland Auchincloss

Whitehall Foundation, Inc.
153 Egypt Lane
East Hampton, New York 11937

Purpose and Activities: General purposes; support for research projects in agricultural economics and biology; grants largely for higher education including scholarships, and for hospitals and medical research, in the United States, England, and Holland.

Officers and Trustees: James A Moffett II, Ricardo A. Maestres

Youth Foundation, Inc.
36 West 44th Street
New York, New York 10036

Purpose and Activities: To aid deserving individuals and organizations in the literary, charitable, scientific, and educational fields; emphasis on assisting young people to a richer experience in living. Approximately 50 Alexander and Maude Hadden Scholarships of $1,000 each awarded annually.

Officers: Edmund S Hawley, Edward F. L. Bruen, Mrs. Dana C. Backus

Morehead (The John Motley) Foundation
6216 Mount Holly Road
Charlotte, North Carolina 28214

Purpose and Activities: "The advancement of education, learning and/or research for public benefit, in the United States, particularly in North Carolina and the South, but not limited therto," Currently makes awards for undergraduate study at the University of North Carolina accredited High Schools, and preparatory schools, to selected preparatory schools in and outside the state, and ten fellowships for graduate study at the University of North Carolina at Chapel Hill.

Officers: Lee Roy Wells Armstrong, Hugh G. Chatham, Alan Thomas Dickson

Farish Scholarship Fund, The
220 Houston Natural Gas Building
Houston, Texas 77002

Purpose and Activities: To provide scholarships and scholastic aid.

Trustees: R. D. Farish, J. Winston, Jr.

Wrightsman (C. J.) Educational Fund, Inc.
1701 W. T. Waggoner Building
Fort Worth, Texas 76102

Purpose and Activities: Scholarships for needy and deserving students.

Officers: Ira Butler, Whitfield J. Collins, Richard M. Elkenburg.

Missionary Emergency Fund, Inc.
c/o The Central National Bank
219 East Broad Street
Richmond, Virginia 23219

Purpose and Activities: To aid activities of religious organizations; grants largely for education, including missionary and ministerial scholarships and student aid; support also for Protestant foreign missions and churches.

Directors: J. E. Faucette, Charles Gibboney, Jere C. King, J. Sergeant Reynolds.

Recommendations of Participants
to Arizona State Department of Education

Where this booklet can be used.

1. General faculty meetings
2. Department (chairman) meetings
3. PTA meetings
4. In-service workshops
5. New teacher orientation
6. Counseling departments
7. New teacher orientation workshops

Distribution to:

1. Clubs in high schools (MECHA, etc.)
2. Community centers (El Rio)
3. School districts (especially to new teachers)
4. Service clubs
5. Local governmental agencies (employment office)
6. Counseling and guidance center at State Colleges and Universities
7. Vocational schools
8. Skill centers
9. Teacher training programs
10. Area distribution centers

Presentation Procedure on how to set up workshop - careful with the word "Chicano" - try not to get hung-up.

1. Small introduction on purpose of manual

   a. Why was it necessary

   b. What it hopes to achieve

2. An activity to promote cultural awareness, and to break the ice

   a. Pre-test or post-test
      Chicano culture awareness test
      List of stereotypes - true-false

   b. Panel discussion

   c. Discussing the test results - analyze answers

Team effort to convey information

Perhaps teams of workshop members could present information, and be paid a consultant fee, or suitable pay.

A consultant or coordinator should be responsible for setting up and disseminating information on a state level.

Additional suggestions as to what the participant can do.

1. Curriculum revisions

2. New teacher - bilingual affirmative action

3. Funds to develop skills for existing staff

4. Chicano sociology class
   Spanish conversational class
   Extension classes

5. Teacher training program revision to sensitive teacher. Teacher must realize that each child learns differntly, have different needs.

Commitment from State Department

1. Review what has been done in a year

2. Establish General Assistant center where a person could go out in the community and set up workshops.

SUGGESTED READINGS

Abrahams, Roger D., and Rudolph Troike. Language and Cultural Diversity in American Education. Prentice-Hall, 1972.

Carter, Thomas P. Mexican Americans in School: A History of Educational Neglect. College Entrance Examination Board, 1970.

Gaardner, Bruce A. "Teaching the Bilingual Child: Research Developement Policy." Modern Language Journal. 49: 165-175, No. 3, March, 1965.

Grabler, Leo, Joan Moore, and Ralph Guzman. The Mexican American People. Free Press, 1970.

Manuel, Herschel T. Spanish-Speaking Children of the Southwest: Their Education and the Public Welfare. University of Texas Press, Austin, Texas, 1965.

Ortega, Philip D. "Montezuma's Children," in Voices, edited by Octavio I. Romano. Quinto Sol Publications, 1971.

Palomares, Uvaldo H. "Performance of Mexican American Children on Selected Nonverbal Tests of Intelligence," Educating the Mexican American. Edited by Henry Sioux Johnson and William J. Hernandez-H. Judson Press, 1970.

Rodriguez, Armando M. "Speak Up Chicano: Fight for Educational Equality," American Education. 4:25-27, May, 1968.

Sanchez, George I. "History, Culture and Education," La Raza: Forgotten Americans, edited by Julian Samora. University of Notre Dame Press, 1966.

Saville, Muriel R., and Rudolph C. Troike. "A Handbook of Bilingual Education," revised edition. Washington D.C., 1971.

Servin, Manuel P. The Mexican Americans: An Awakening Minority. Glencoe Press, Insight Series, 1970.

Acuna, Rudy, Occupied America: The Chicano Struggle for Liberation
Canfield Press, Inc. 1972.

Castaneda-Shular et al, Literatura Chicana: texto y contexto (bilingual edi.)
Prentice-Hall, 1972.

Poblano, Ralph "Rafa", Ghosts in the Barrio.

Martinez, Rafael V., My House is your House
Friendship Press, Inc. 1964

Chicano Bibliography and Collection, Arizona State University
Tempe, Arizona
compiled by Christine Marin

Guia a la Biblioteca de la Universidad de Arizona y a sus materiales Chicanos
University of Arizona
Tucson, Arizona
compiled by Donna Stephenson

These suggested readings can provide tremendous information, knowledge and insight into the Chicano Experience, with great benefit to administrators, teachers, counselors and students. A possible of great potencial value might be teaching Chicano students the effective use of Reader's Guides and card catalog systems as a medium of self instruction particularly in the area of learning about self and those factors which have contributed to our development.